

Work-based Learning and Organisational Culture

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Objective of Workshop

To present the importance of organisational culture in work-based learning partnerships between colleges/universities and industry.

What is a Work-based Learning Partnership?

A collaboration between a **college/university** and an **external employer organisation** to **upskill employees** from the external employer organisation.



Organisational Culture

“The way we do things around here” (Deal and Kennedy, 1982).

Components / Elements of Organisational Culture:

1. Rituals and Routines
2. Stories
3. Symbols
4. Organisational Structures
5. Power Structures
6. Control Systems

Challenges for the Education / Training Provider when engaging in WBL Partnerships

- Tendency to use **Practices and Routines** that work for traditional full-time programmes
- Fear – **Stories** of difficulties amongst staff engaging with industry
- Work-based learning not seen as been strategically important within the College / University (**Power**)
- Sharing **Control** with Employer
- **Organisational Structure** within the college / university developed for traditional full time learners and not suited to work-based programmes.

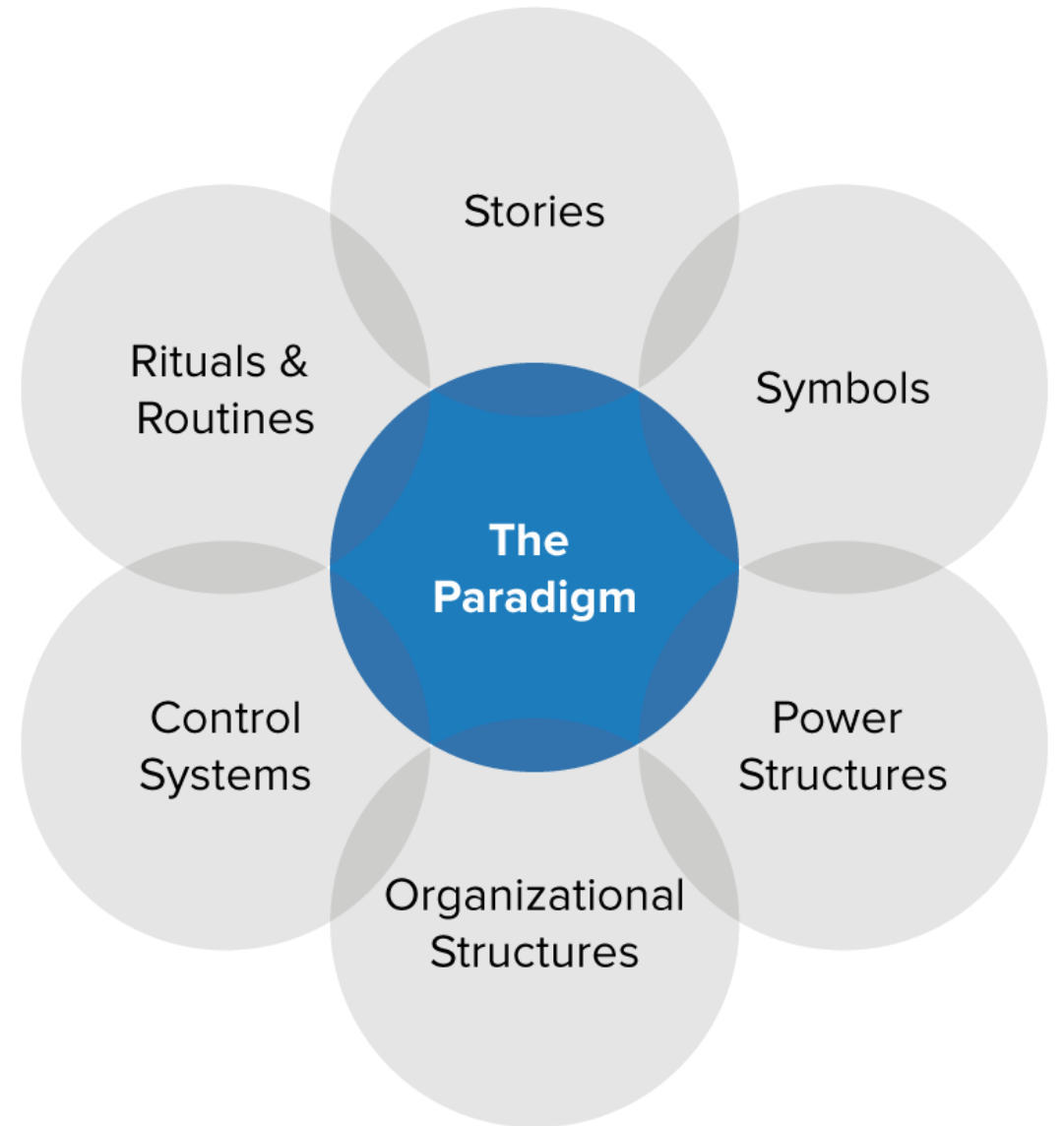


Cultural Collision

When we compare the organisational culture of an education / training provider to that of a private employer – there are notable differences – often leading to a **cultural collision**.

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Framework when considering Organisational Culture - **Johnson's Cultural Web**





Breakout Session Activity

Using Johnson's Web Components, present a preferred organisational culture for your College / University.

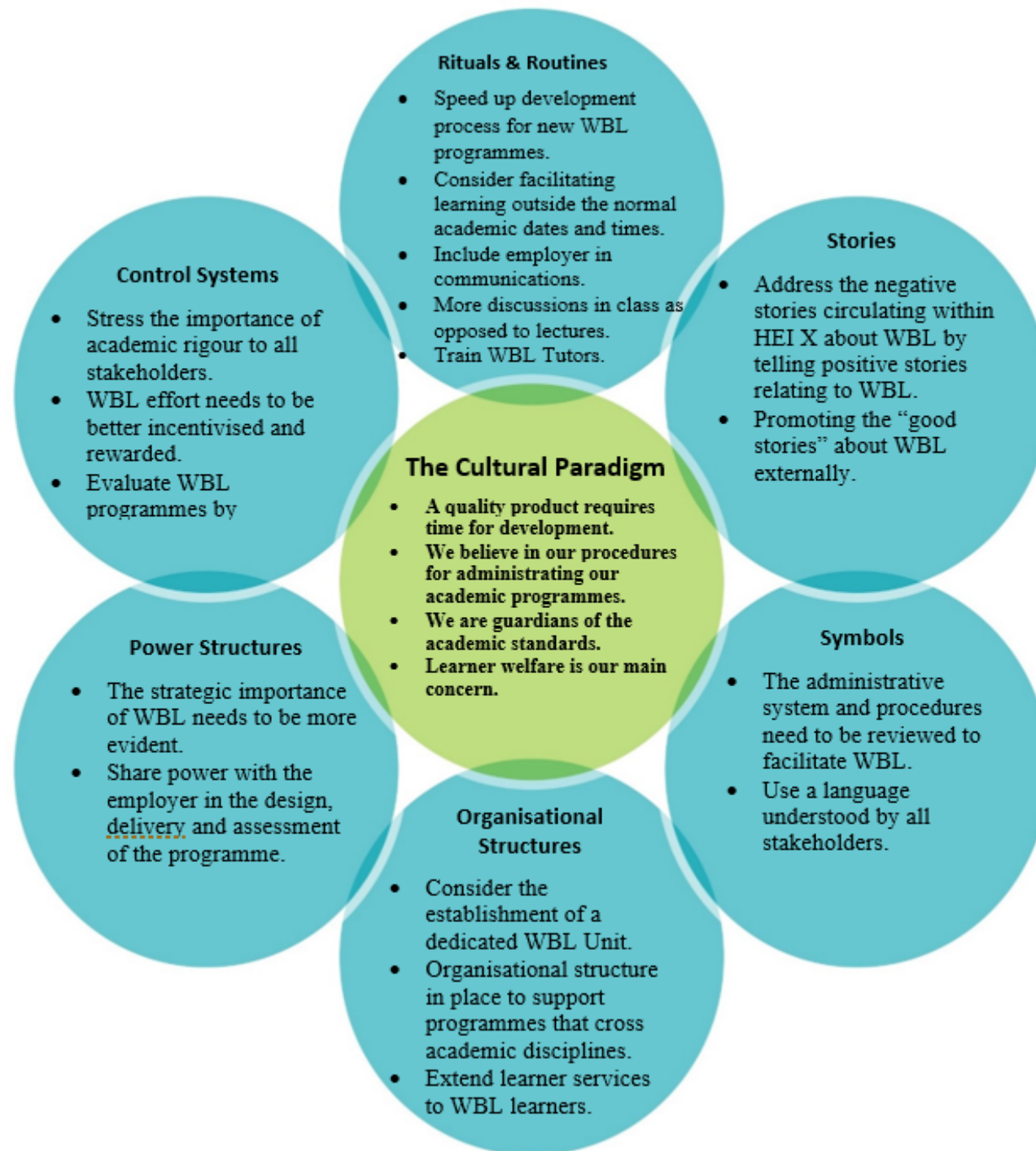


Cultural Web Components

Component	Examples for College / University	Preferred Organisational Culture
1. Rituals and Routines	<ul style="list-style-type: none">• How programmes of study are developed.• How programmes of study are delivered.• How the academic calendar influences engagements with industry and how programmes delivered?	<ol style="list-style-type: none">1. Develop a routine where new WBL programmes can be developed for industry in a timely manner.2. When delivering programme- tutors should adopt a facilitator role instead of traditional lecturer role.3. Ensure a routine where we operate outside of the academic calendar and are more accessible to industry.
2. Symbols	<ul style="list-style-type: none">• The language used within the College / University when communicating.• The administrative system used to enroll students and monitor their performance	
3. Power Structures	<ul style="list-style-type: none">• The strategic importance of WBL within the College / University.• Resources allocated to WBL within College / University.• College / University ability's to share power with employer in the WBL	

Cultural Web Components

Component	Examples for College / University	Within a College / University
4. Organisational Structures	<ul style="list-style-type: none">• Is there a dedicated resource responsible for coordinating WBL in the College / University?• Is there collaboration or competition within your College between academic departments?• Can WBL learners avail of all the college services available to full time learners?	
5. Control Systems	<ul style="list-style-type: none">• Does maintaining academic rigour cause problems engaging with employer in WBL programmes?• Is there incentives or rewards for staff who engage in WBL programmes?• How are WBL programmes evaluated?	
6. Stories	<ul style="list-style-type: none">• The stories told amongst staff about experiences / beliefs working with industry in WBL programmes?• Do we promote the “good stories” about engaging with industry internally and externally?	



Thank You

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